

Cauldwell Primary School Parents' Information

SEND Information report 2017 / 18

Introduction

All Bedford Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The four broad 'areas of needs' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health difficulties, and Sensory and Physical Needs.

What is the Local Offer?

The LA Local Offer

- The Children and Families Bill became enacted in 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.
- To access Bedford Borough Local Offer please visit www.sendguide.gov.uk .
- Support and further information can be accessed through Bedford Borough Parent Carer forum: <http://www.bbpcf.org.uk/>

The School SEN Information Report

This utilises the LA Local Offer to meet the needs of SEN pupils as determined by school policy, and the provision that the school is able to meet.

Your child has Special Educational Needs. What can we at Cauldwell Primary School offer you?

At Cauldwell Primary School, we embrace the fact that every child is different, and, therefore, the educational need of every child is different; this is certainly the case for children with Special Educational Needs.

These 13 questions are answered below and offer more information about the Local Offer from Cauldwell Primary school and how we can support your child.

1) Who are the best people to talk to in this school about my child's difficulties with learning / Special Educational Needs or Disability (SEND)?

2) What are the different types of support available for children with SEND in our school?

3) How can I let the school know that I am concerned about my child's progress in school?

4) How will the school let me know if they have any concerns about my child's learning in school?

5) How is extra support allocated to children, and how do they progress in their learning?

6) Who are the other people providing services to children with SEND in the school?

7) How are the teachers in school helped to work with children with SEND and what training do the teachers have?

8) How will the teaching be adapted for my child with SEND?

9) How will we measure the progress of your child in school?

10) What support do we have for you as a parent of a child with SEND?

11) How is Cauldwell Primary School accessible to children with SEND?

12) How will we support your child when they are joining this school? Leaving this school? Or moving on to another class?

13) How will we support your child's emotional and social development?

1) Who are the best people to talk to in this school about my child's difficulties with learning / Special Educational Needs or Disability (SEND)?

The class teacher

Responsible for

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Educational Needs / Disabilities Manager know as necessary.
- Writing Pupil Progress targets / Individual Education Plans (IEPs), and sharing and reviewing these with parents at least once each term and planning for the next term.
- Personalized teaching and learning for your child as identified on the child's IEP.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The Special Educational Needs & Disability Co-ordinator (SENDCo) – Mrs K Gobindram

Responsible for

- Developing and reviewing the school's SEND Policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND).
- Ensuring that you are
 - i. Involved in supporting your child's learning;
 - ii. Involved in reviewing how they are doing.
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the schools SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.

- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

The Head Teacher – Mrs J Apps

Responsible for

- The day to day management of all aspects of the school; this includes the support for the children with SEND.
- The Head Teacher will give responsibility to the SENDCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head Teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEND Governor – Mrs J Knapp

Responsible for

- Making sure that the necessary support is given for any child with SEND who attends the school.

School contact telephone number: 01234 301400

2) What are the different types of support available for children with SEND in our school?

a) Class teacher input, via excellent targeted classroom teaching (Quality First Teaching)

For your child this would mean

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- That specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding / learning and needs some extra support to help make the best possible progress.

Specific group work

Intervention which may be

- Run in the classroom or a group room.
- Run by a teacher or a Learning Support Assistant (LSA).
- Nurture groups and forest schools.

b) Specialist groups run by outside agencies, e.g. Speech and Language Therapy

SEN Code of Practice 320014: School Support (SS)

This means a pupil has been identified by the SENDCo/ class teacher as needing some extra specialist support in school from a professional outside the school. This may be from

- Local Authority central services, such as the ASD Outreach Team, Behaviour Support Team or Sensory Service (for students with a hearing or visual need);

- Outside agencies such as the Education Psychology Service (EPS).

What could happen:

- You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Education Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given.

c) Specified Individual Support

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via a Statement of Educational Need or an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Your child will also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as Behaviour Support or Sensory Service (for students with a hearing or visual need).
- Outside agencies such as the Speech and Language Therapy (SALT) Service.

For your child this would mean

- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child,

including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professional involved with your child to write a report outlining you child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.

- After the reports have all been sent in, the panel of professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write a Statement of Special Educational Needs or an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The Statement or EHC Plan will outline the number of hours of individual / small group support your child will receive from the LA and how the support should be used, and what strategies must be put in place. It will also have long- and short-term goals for your child.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

Additional support for pupils with physical disabilities

- Cauldwell school is fully accessible for wheelchair users, including a lift, ramps and a wheelchair height reception area.
- Where external advisors recommend the use of equipment or facilities which the school does not have we endeavour to source the equipment and funding to meet the needs of each individual child.

Pastoral and Social support

At Cauldwell we ensure every child is given the opportunity to develop good social and emotional wellbeing. Every class has regular circle time to address current social and emotional issues and develop emotional literacy. A strong behaviour policy gives pupils the security and stability of consistent expectations across the school. If a child has difficulties in this area the lead behaviour professional supports the child in class and the parent support worker works with parents to develop strategies to help the whole family. These can include referrals to play therapists, CHUMS, CAMHS and parenting classes.

3) How can I let the school know that I am concerned about my child's progress in school?

If you have concerns about your child's progress, you should speak to your child's class teacher initially.

- If you continue to be concerned that your child is not making progress, you may speak to the SENDCo.
- The school SEND Governor can also be contacted for support.

4) How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.

All parents of pupils at Cauldwell are invited to discuss the progress of their children on 3 occasions per year and receive a written report once a year – 3 times for children with IEPs. In addition we have opportunities for new parents to visit and several events parents can attend during the year such as coffee mornings.

We have an open door policy to the SENDCo where parents of pupils with SEND can arrange to meet at any time.

Parents/carers will be invited to all planning and reviews of provision for SEND and are actively supported to contribute to assessment, planning and review. Wherever possible annual reviews will also include other agencies involved with the pupil. Information will be made accessible for parents.

5) How is extra support allocated to children, and how do they progress in their learning?

Allocation of Extra Support:

- The school budget, received from Bedford LA, includes money for supporting children with SEN.
- The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in the consultation with the school governors on the basis of needs in the school.
- The Head Teacher and the SENDCo discuss all the information they have about SEND in the school, including
 - i. The children getting extra support already;
 - ii. The children needing extra support;
 - iii. The children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources / training and support is needed.

For pupils with physical difficulties needs are assessed and equipment and facilities provided as required. Please refer to the school access policy and accessibility plan.

6) Who are the other people providing services to children with SEND in the school?

School provision

- Learning Support Assistants mainly working with individual children or small groups.
- ICT support in the form of writing and maths programmes, a phonic reading programme, and small group or individual sessions, according to need.
- Learning Support Assistants and Lead Behaviour Professional offer support for children with emotional and social development.
- Parent support worker gives vital support to families in order to meet the needs of pupils.
- Specialist teachers work with identified children to accelerate progress.

Local Authority Provision delivered in school

- Educational Psychology service
- Sensory Service for children with visual or hearing needs
- Parent Partnership Service
- SALT (Speech and Language Therapy)
- Autism advisory service

Health Provision delivered in school

- Additional Speech and Language Therapy input to provide a higher level of service to the school
- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHs

7) How are the teachers in school helped to work with children with SEND and what training do the teachers have?

The SENDCo has the National Award for SEND co-ordination, a Masters level qualification and ensures their knowledge and skills kept up to date by attending training and researching updates. Their job is to support the class teacher in planning for children with SEND.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues, such as Autism Spectrum Disorder (ASD), specific difficulties and speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.
- The SENDCo and Head Teacher frequently monitor, observe and evaluate SEND provision across the school. The information gathered from this process informs future training, support and development plans.

8) How will the teaching be adapted for my child with SEND?

When a pupil has been identified as having special educational needs s/he will be consulted about and involved in the arrangements made for them as part of person-centred planning. Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.

- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning and/or physical needs.
- The following policies are available to read on the school website – www.cauldwellschool.com – and outline the pastoral, medical, social and emotional support provided in school:
 - Inclusion and SEND
 - Equality
 - Supporting Pupils with Medical Conditions
 - Intimate and Personal Care Policy
 - Behaviour Management Policy
 - Attendance Policy.

9) How will we measure the progress of your child in school?

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally with the Head Teacher and SENDCo every term in reading, writing and numeracy.
- At the end of each key stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using the Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.
- Where necessary, children will have an IEP. Targets will be set and designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan made.
- The progress of children with a statement of SEN/EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in.
- Regular book scrutinise and lesson observations will be carried out by the SENDCo and other members of the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.
- If your child has received any interventions their progress will be measured at the end of each half term block.

10) What support do we have for you as a parent of a child with SEND?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

- The SENDCo is available to meet with you to discuss your child's progress or any concerns / worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Personal progress targets / IEPs will be reviewed with your involvement every term.
- Homework will be adjusted as needed to your child's individual requirements.
- The parent support worker will support families to access and engage with external agencies and learning when required.
- If external advice is needed the SEND team will submit a request through the early help advisory team (EHA) or the multi-agency support hub (MASH).

11) How is Cauldwell Primary School accessible to children with SEND?

- The school is fully compliant with the Equality Act 2014.
- The school is on two levels with a lift, double doors and ramps.
- The front desk has a wheel-chair height section.
- There are two disabled toilets, showers and changing facilities.
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs.
- Extra-curricular activities are accessible for children with SEND.

12) How will we support your child when they are joining this school? Leaving this school? Or moving on to another class?

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- The SENDCo will visit pre-schools with the Foundation Stage Leader when appropriate.
- If your child would be helped by a book / passport to support them in understanding moving on, then one will be made for them.
- Your child will be able to visit our school and stay for a taster session, if this is appropriate.

If your child is moving to another school:

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENDCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a book / passport to support them to understand moving on, then one will be made for them.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. IEP's will be shared with the new teacher.
- If your child would be helped by a book / passport to support them to understand moving on, then one will be made for them.

In Year 6:

- The SENDCo will discuss the specific needs of your child with the SENDCo of the child's secondary school. In most cases, a transition review meeting to which you will be invited will take place with the SENDCo from the new school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.
- If your child would be helped by a book / passport to support them to understand moving on, then one will be made for them.

13) How will we support your child's emotional and social development?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness and being uncommunicative.

All classes follow a structured PSHE (Personal, Social, Health and Economic education) curriculum to support this development. However, for those children who find aspects of this difficult, our Lead Behavioural Professional offers support through planned activities / groups.

If your child still needs extra support, with your permission the SENDCo will seek further support.

Complaints Procedure

Our arrangements for handling complaints from parents of children with special educational needs and disabilities about the support of the school provides follow the same procedures as outlined in our Complaints Procedure (copy available on the school website – www.cauldwellschool.com). Our SENDCo will be made aware.

The Department of Education (DfE) published the Special Educational Needs and Disability (SEND) Code of Practice in July 2014 and was updated in January 2015. The code reflects the changes introduced by the Children and Families Act 2017. Our school has regard to what the code of practice says whenever decisions are taken relating to children with special educational needs or disabilities.

Support for parents can be found as follows:

- Bedford Borough's SEN & Disability Guide – Bedford Borough's local offer for children, young people and families (0-25)

<https://sendguide.bedford.gov.uk/info.aspx>

- SEND Advice (formerly Parent Partnership) – SEND Advice offers FREE confidential support for parents and carers of children with special education needs.